

## IUPUC Division of Education

### Student Teaching Evaluation Rubric: General Education Placement

#### Placement Information

Student Teacher's Name: \_\_\_\_\_

Placement District: \_\_\_\_\_

Placement School: \_\_\_\_\_

Primary Placement Grade(s): \_\_\_\_\_

Supervising Teacher's Name: \_\_\_\_\_

University Supervisor's Name: \_\_\_\_\_

#### Evaluation Information

Please indicate whether this is a mid-  
placement or final placement evaluation:

Mid-Placement

Final Placement

Evaluator Role:  Supervising Teacher

University Supervisor

Other: \_\_\_\_\_

Today's Date: \_\_\_\_\_

#### Evaluation Rubric

1. Candidate uses their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs. CAEP-K6 1(b); InTASC 1(b), 2(d)

<input type="checkbox"/> Beginning Candidate	<input type="checkbox"/> Developing Candidate	<input type="checkbox"/> Competent Candidate	<input type="checkbox"/> Accomplished Candidate	<input type="checkbox"/> Not Observed
<b>BEGINNING CANDIDATE</b>	<b>DEVELOPING CANDIDATE</b>	<b>COMPETENT CANDIDATE</b>	<b>ACCOMPLISHED CANDIDATE</b>	
Candidate does not understand nor recognize the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context. Candidate does not gather nor use information about individual children's unique characteristics to inform planning and implementation of learning experiences and environments.	Candidate understands and recognizes the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context. Candidate gathers information about individual children's unique characteristics but does not use it or uses it ineffectively to inform planning and implementation of learning experiences and environments.	Candidate understands and recognizes the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context and how these differences might be used to maximize a student's learning. Candidate gathers and uses information about individual children's characteristics to inform planning and implementation of learning experiences and environments that build on children's	Candidate understands and recognizes the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context and how these differences might be used to maximize a student's learning; candidate recognizes that individual learner characteristics and family, cultural, and community backgrounds are interrelated creating a unique learning profile for each student. Candidate gathers and uses	

		strengths and address their individual needs; they monitor effects of those experiences and environments on individual children's development and learning.	information about individual children's characteristics to inform planning and implementation of learning experiences and environments that build on children's strengths and address their individual needs; candidate systematically monitors effects of those experiences and environments on individual children's development and learning; candidate considers how their own experiences and potential biases may impact their instructional decisions and their relationships with learners and their families
Comments/Evidence:			

2. Candidate uses their understanding of how children grow, develop and learn to assess, plan, and implement developmentally appropriate and challenging learning experiences and environments that take into account individual children's strengths and needs. CAEP-K6 1(a); InTASC 2(a), 4(a)				
<input type="checkbox"/> Beginning Candidate	<input type="checkbox"/> Developing Candidate	<input type="checkbox"/> Competent Candidate	<input type="checkbox"/> Accomplished Candidate	<input type="checkbox"/> Not Observed
<b>BEGINNING CANDIDATE</b>	<b>DEVELOPING CANDIDATE</b>	<b>COMPETENT CANDIDATE</b>	<b>ACCOMPLISHED CANDIDATE</b>	
Candidate demonstrates little or no understanding of how children grow, develop, and learn.	Candidate understands how children grow and develop and how developmental domains (e.g., cognitive, linguistic, social, emotional) impact learning, but does not use this knowledge to plan developmentally appropriate and challenging learning experiences or environments.	Candidate uses their understanding of how children grow and develop and how developmental domains (e.g., cognitive, linguistic, social, emotional) impact learning. Candidate uses this information to plan and implement developmentally appropriate and challenging learning experiences and environments that consider individual children's strengths and needs.	Candidate uses their understanding of how children grow and develop and how developmental domains (e.g., cognitive, linguistic, social, emotional) impact learning. Candidate uses this information to plan and implement developmentally appropriate and challenging learning experiences and environments that consider individual children's strengths and needs. Candidate is able to articulate the theoretical foundations for their plans and actions.	
Comments/Evidence:				

3. Candidate effectively organizes and manages individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning. CAEP-K6 4(g); InTASC 8(d), (l)

<input type="checkbox"/> Beginning Candidate <input type="checkbox"/> Developing Candidate <input type="checkbox"/> Competent Candidate <input type="checkbox"/> Accomplished Candidate <input type="checkbox"/> Not Observed				
BEGINNING CANDIDATE	DEVELOPING CANDIDATE	COMPETENT CANDIDATE	ACCOMPLISHED CANDIDATE	
<p>When designing instruction for an individual student, the candidate does not use knowledge of the student or current assessment information to identify appropriate content and instructional goals for the individual learner or does not adequately plan for individual instruction.</p> <p>Candidate does not use appropriate instructional strategies to support desired learning when delivering individual instruction.</p>	<p>When designing instruction for an individual student, the candidate develops a plan for individual instruction using appropriate knowledge of the student and current assessment information but does not appropriately identify either content and instructional goals or does not develop an appropriate plan for individual instruction.</p> <p>Candidate uses appropriate instructional strategies to support desired learning when delivering individual instruction; however, one or more critical components of instruction, such as modeling, appropriate feedback, or guided practice, is missing when delivering the instruction.</p>	<p>When designing instruction for an individual student, the candidate appropriately uses knowledge of the student and current assessment information to identify appropriate content and instructional goals and develops an appropriate plan for individual instruction.</p> <p>Candidate delivers individual instruction to a student using appropriate instructional strategies and employs critical components of the instruction.</p>	<p>When designing instruction for an individual student, the candidate uses knowledge of the student and current assessment information (including formative and summative measures) to identify content and instructional goals and develop a plan for individual instruction that is culturally responsive.</p> <p>Candidate delivers individual instruction to the student using appropriate instructional strategies, employs critical components of instruction and uses culturally responsive practices.</p>	
Comments/Evidence:				

4. Candidate uses accurate and comprehensive understandings of general and specialized content knowledge to individualize content for the needs of all learners. CAEP-K6 2(a), (b), (c), (d); InTASC 4(d), (e), (j), (k), (m)				
<input type="checkbox"/> Beginning Candidate	<input type="checkbox"/> Developing Candidate	<input type="checkbox"/> Competent Candidate	<input type="checkbox"/> Accomplished Candidate	<input type="checkbox"/> Not Observed
BEGINNING CANDIDATE	DEVELOPING CANDIDATE	COMPETENT CANDIDATE	ACCOMPLISHED CANDIDATE	
Candidate may have significant gaps in content knowledge. The candidate makes no effort to revise/modify content in a way that allows learners to work within their unique Zones of Proximal Development. The candidate consistently engages some learners in content that is too challenging or too easy for them.	Candidate may have some noticeable gaps in content knowledge. The candidate makes minimal and/or ineffective efforts to revise/modify content in a way that allows learners to work within their unique Zones of Proximal Development. Candidate engages often engages individuals in work that is too challenging or too easy for them.	Candidate demonstrates strong content knowledge across the curriculum. Candidate revises/modifies content in a way that allows learners are working within their unique Zones of Proximal Development.	Candidate demonstrates extensive and thorough content knowledge across the curriculum. Individual learners are consistently working within their unique Zones of Proximal Development. Candidate understands common student misconceptions in learning the various disciplines and knows how to integrate culturally relevant content to build on learners' background knowledge.	
Comments/Evidence:				

5. Candidate administers formative and summative assessments regularly to determine students' competencies and learning needs. CAEP-K6 3(a); InTASC 6(a)				
<input type="checkbox"/> Beginning Candidate	<input type="checkbox"/> Developing Candidate	<input type="checkbox"/> Competent Candidate	<input type="checkbox"/> Accomplished Candidate	<input type="checkbox"/> Not Observed
BEGINNING CANDIDATE	DEVELOPING CANDIDATE	COMPETENT CANDIDATE	ACCOMPLISHED CANDIDATE	
Candidate administers required summative assessments.  Candidate does not interpret assessments that have been administered.	Candidate selects and administers formative and summative assessments without making modifications to meet individual student needs.  Candidate interprets formative and summative assessments to provide required data reports for accountability.	Candidate selects and administers a variety of formative and summative assessments and differentiates assessments using modifications based on students' individual learning needs.  Candidate designs, administers, and accurately interprets formative and summative assessments to identify learners' needs, to monitor learning and behavior, and to report progress.	Candidate designs, selects, adapts, and administers a variety of formative and summative assessments and differentiates assessments using modifications based on students' individual learning needs.  Candidate designs, administers, and accurately interprets formative and summative assessments to identify learners' needs, to monitor learning and behavior, and to report progress. Candidate provide opportunities for students' choice about how they will demonstrate understanding by designing formative and summative assessment tasks that consider individual student needs.	
Comments/Evidence:				

6. Candidate uses multiple methods of assessment in order to monitor learner progress and guide their own and the learner's decision making. CAEP 3(b); InTASC 6(g)(l)

<input type="checkbox"/> Beginning Candidate <input type="checkbox"/> Developing Candidate <input type="checkbox"/> Competent Candidate <input type="checkbox"/> Accomplished Candidate <input type="checkbox"/> Not Observed				
BEGINNING CANDIDATE	DEVELOPING CANDIDATE	COMPETENT CANDIDATE	ACCOMPLISHED CANDIDATE	
<p>Candidate does not use assessment information to effectively plan instruction.</p> <p>Candidate provides minimal feedback to students, such as grades/scores with no explanation.</p>	<p>Candidate uses assessment information to plan initial instruction but does not make adjustments during instruction based on the formative assessment data they are collecting.</p> <p>Candidate uses a single assessment source to provide general feedback to groups or individuals about their achievement.</p>	<p>Candidate uses assessment information to plan, monitor, and adapt instruction; Candidate adjusts instruction to meet the needs of groups of students.</p> <p>Candidate uses multiple assessment sources to provide detailed, task-specific feedback to individuals and groups about their achievement and engagement.</p>	<p>Candidate uses assessment information to plan, monitor, and adapt instruction to meet the needs of individuals and groups of students, providing both remediation and enrichment.</p> <p>Candidate uses a variety of assessment sources to provide detailed, task-specific feedback to individuals and groups about their achievement and engagement in tandem with implementing assessment strategies that facilitate student reflection and self-assessment to identify their successes and struggles, efforts needed to reach their goals, and their preferred learning strategies.</p>	
Comments/Evidence:				

7. Candidate plans instruction including learning outcomes, materials, learning activities, assessments, and allocations of time. CAEP-K6 3(c); InTASC 4(f)

<input type="checkbox"/> Beginning Candidate <input type="checkbox"/> Developing Candidate <input type="checkbox"/> Competent Candidate <input type="checkbox"/> Accomplished Candidate <input type="checkbox"/> Not Observed				
BEGINNING CANDIDATE	DEVELOPING CANDIDATE	COMPETENT CANDIDATE	ACCOMPLISHED CANDIDATE	
<p>Candidate does not develop instruction and/or assessment with concrete and appropriate learning outcomes in mind.</p> <p>Candidate does not plan for effective use of time in instruction.</p>	<p>Candidate develops instructional plans that include/address some but not all of these components: learning outcomes, materials, learning activities that are designed to support learning outcomes, educational technologies, assessments aligned with the learning outcomes, and modifications or adaptations for students with special needs and/or ELLs.</p> <p>Candidate's plans for use of instructional time do</p>	<p>Candidate develops instructional plans that are based on evidence of individual student's strengths and needs, and include/address these components: learning outcomes, materials, learning activities that are designed to support learning outcomes, educational technologies, assessments aligned with the learning outcomes, and modifications or adaptations for students with special needs and/or ELLs.</p> <p>Candidate allocates a balance of time for instruction,</p>	<p>Candidate develops instructional plans that are based on evidence of individual student's strengths and needs, and include/address these components: learning outcomes, materials, learning activities that are designed to support learning outcomes, educational technologies, assessments aligned with the learning outcomes, and modifications or adaptations for students with special needs and/or ELLs. Plans include opportunities for student self-assessment and reflection.</p>	

	not address a balance of time for instruction, engaged student learning, and assessment.	academic engagement support, learning activities and assessments.	Candidate allocates a balance of time for instruction, academic engagement support, learning activities and assessments.
Comments/Evidence:			

**8. Candidate effectively organizes and manages small group instruction to provide more focused, intensive instruction and meet the learning needs of each child. CAEP-K6 4(f); InTASC 2(a), 8(d), (l)**

<input type="checkbox"/> Beginning Candidate	<input type="checkbox"/> Developing Candidate	<input type="checkbox"/> Competent Candidate	<input type="checkbox"/> Accomplished Candidate	<input type="checkbox"/> Not Observed
<b>BEGINNING CANDIDATE</b>	<b>DEVELOPING CANDIDATE</b>	<b>COMPETENT CANDIDATE</b>	<b>ACCOMPLISHED CANDIDATE</b>	
<p>Candidate does not develop an appropriate plan or use an effective instructional approach when teaching small heterogeneous or homogeneous group of students.</p> <p>Candidate does not appropriately monitor the progress of students who are placed in small heterogeneous or homogeneous groups for instruction.</p>	<p>Candidate either does not develop an appropriate plan or does not use an effective instructional approach when teaching a small heterogeneous or homogeneous group of students.</p> <p>Candidate monitors progress of students who are placed in small heterogeneous or homogeneous groups for instruction but does not use this information to appropriately adjust instruction.</p>	<p>Candidate monitors the progress of students who are placed in small heterogeneous or homogeneous groups for instruction and uses this information to appropriately adjust instruction that addresses collective learning needs of students.</p>	<p>Candidate develops and delivers a lesson for small heterogeneous or homogeneous groups of students using an effective approach to instruction that is responsive to the students' individual learning needs and cultural backgrounds.</p> <p>Candidate monitors the progress of students who are placed in small heterogeneous or homogeneous groups for instruction and uses this information to appropriately adjust instruction that addresses collective and individual learning needs of students.</p>	
Comments/Evidence:				

9. Candidate engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. InTASC 3(m), 6(b), (i), 8(g)				
<input type="checkbox"/> Beginning Candidate	<input type="checkbox"/> Developing Candidate	<input type="checkbox"/> Competent Candidate	<input type="checkbox"/> Accomplished Candidate	<input type="checkbox"/> Not Observed
BEGINNING CANDIDATE	DEVELOPING CANDIDATE	COMPETENT CANDIDATE	ACCOMPLISHED CANDIDATE	
Candidate expects learners to use technology to gather information with little to no instruction designed to support them with the skills needed to adequately search for, evaluate, and makes decisions about how to use the information.	Candidate has a limited awareness of the skills that learners need in order to use technology to search for, evaluate, and make decisions about how to use information. Candidate makes some effort to teach some skills.	Candidate creates lessons that demonstrate an understanding of many of the skills required to use technology to search for, evaluate, and make decisions about how to use information. Candidate creates lessons that are generally engaging and effective in supported learners with the target skills.	Candidate creates lessons that demonstrate a strong understanding of the unique and varied skills required to use technology to search for, evaluate, and make decisions about how to use information. Candidate creates lessons that are engaging and effective in supporting learners with the target skills.	
Comments/Evidence:				

10. Candidate demonstrates facility in employing technology in the design, implementation, and assessment of learning experiences to engage learners. CAEP-EPP 1.5				
<input type="checkbox"/> Beginning Candidate	<input type="checkbox"/> Developing Candidate	<input type="checkbox"/> Competent Candidate	<input type="checkbox"/> Accomplished Candidate	<input type="checkbox"/> Not Observed
BEGINNING CANDIDATE	DEVELOPING CANDIDATE	COMPETENT CANDIDATE	ACCOMPLISHED CANDIDATE	
Candidate tends to struggle to access and/or employ databases, digital and social media, and other technology tools. He/she tends to avoid using technology in the classroom due to a personal dislike or inability to engage with technology.	Candidate struggles at times to access and/or employ databases, digital and social media, and other technology tools and struggles to support learners with these tools. Candidate makes an effort to improve technology skills and does not allow challenges to prevent from using technology in a variety of ways.	In most situations the candidate accesses and employs (and supports learners with accessing and employing) databases, digital and social media, and other technology tools with little difficulty.	Candidate accesses and employs (and supports learners with accessing and employing) databases, digital and social media, and other technology tools with considerable ease and skill.	
Comments/Evidence:				

11. Candidate supports students with making positive transitions and manages the classroom by establishing and maintaining social norms and behavioral expectations. CAEP-K6 3(e); InTASC 3(d)

<input type="checkbox"/> Beginning Candidate <input type="checkbox"/> Developing Candidate <input type="checkbox"/> Competent Candidate <input type="checkbox"/> Accomplished Candidate <input type="checkbox"/> Not Observed				
BEGINNING CANDIDATE	DEVELOPING CANDIDATE	COMPETENT CANDIDATE	ACCOMPLISHED CANDIDATE	
<p>Candidate does very little to support students with making positive transitions between learning activities, class periods, or daily activities. As a result, there may be a lot of instructional time lost and/or a lot of behavioral problems. The candidate may blame the students for these interruptions.</p> <p>Candidate does not establish classroom rules or procedures; or, established rules and procedures do not lead to productive interactions or engagement in learning.</p> <p>Candidate is ineffective in maintaining norms established by those rules or procedures. Candidate uses sarcasm or punitive consequences to attempt to manage student behavior.</p>	<p>Candidate attempts to use strategies to help students make positive transitions between learning activities, class periods, or daily activities. However, candidate may be inconsistent and using those strategies, may give up if a strategy does not work right away, and/or may struggle to implement strategies effectively.</p> <p>Candidate creates rules for behavior and social interaction or establishes procedures for academic work; but does not involve students in establishing these norms.</p> <p>Candidate is inconsistent in maintaining expectations for rules and procedures.</p>	<p>Candidate works to identify and become proficiency in using strategies to support students with positive transitions between learning activities, class periods, and daily activities.</p> <p>Candidate establishes rules and procedures for behavior, social interaction, and academic work, and involves students in the process of setting these norms. Candidates maintain the expectations for rules and procedures by periodically reviewing the expectations, recognizing students' successful participation, and requesting student input into revision of norms.</p> <p>Candidate establishes rules and procedures for behavior, social interaction, and academic work, and involves students in the process of setting these norms. Candidates maintain the expectations for rules and procedures through explicit instruction to help students acquire such social competencies as: emotion recognition, stress-management, empathy, problem-solving, or decision-making skills.</p>	<p>Candidate consistently and expertly supports student with creative, productive transitions between learning activities, class periods and daily activities.</p> <p>Candidate establishes rules and procedures for behavior, social interaction, and academic work, and involves students in the process of setting these norms.</p> <p>Candidates maintain the expectations for rules and procedures through explicit instruction to help students acquire such social competencies as: emotion recognition, stress-management, empathy, problem-solving, or decision-making skills.</p>	
<p>Comments/Evidence:</p>				

12. Candidate's behavior management is effective and respectful. CAEP-K6 3(e), 3(f); InTASC 3(d)				
<input type="checkbox"/> Beginning Candidate	<input type="checkbox"/> Developing Candidate	<input type="checkbox"/> Competent Candidate	<input type="checkbox"/> Accomplished Candidate	<input type="checkbox"/> Not Observed
<b>BEGINNING CANDIDATE</b>	<b>DEVELOPING CANDIDATE</b>	<b>COMPETENT CANDIDATE</b>	<b>ACCOMPLISHED CANDIDATE</b>	
Candidate's behavior management is consistently poor. The candidate has established no clear expectations, no mentoring of student behavior is evident and responses to student misbehavior are inappropriate.	Candidate's behavior management is inconsistent. The candidate makes an effort to establish standards of conduct for students, monitor student behavior, and respond appropriately and respectfully to student misbehavior.	Candidate's behavior management focuses on developing students' intrinsic self-monitoring as opposed to external rewards and punishments for the purposes of achieving student compliance. Candidate's monitoring of student behavior is respectful and sensitive to individual student needs and situations. Candidate is working on developing a repertoire of effective (and respectful) strategies for getting students' attention. Candidate may occasionally attempt to provide directions or instruction before getting all students' attention.	Candidate intentionally, effectively, and consistently provides highly motivating instructional strategies and environmental supports to meet the unique needs of individuals with exceptionalities who have difficulty changing between tasks and/or locations.	
Comments/Evidence:				

13. Candidate plans, leads, and manages whole class discussion and ensures the equitable participation of every child. CAEP 4(e); InTASC 8(d), (l)

<input type="checkbox"/> Beginning Candidate <input type="checkbox"/> Developing Candidate <input type="checkbox"/> Competent Candidate <input type="checkbox"/> Accomplished Candidate <input type="checkbox"/> Not Observed			
BEGINNING CANDIDATE	DEVELOPING CANDIDATE	COMPETENT CANDIDATE	ACCOMPLISHED CANDIDATE
<p>Candidate does not construct and use questions that foster whole group discussion.</p> <p>Candidate does not monitor and ensure equitable participation of every student in whole class discussions.</p>	<p>Candidate constructs and uses questions that foster whole group discussion, although a variety of questioning techniques is not employed.</p> <p>Candidate monitors and tries to ensure equitable participation of every student in whole class discussions.</p>	<p>Candidate constructs and uses questions that foster whole group discussion using a variety of questioning and prompting strategies that frame and reframe discussions, restate student ideas, and reinforce learning of specific instructional goals.</p> <p>Candidate monitors and ensures equitable participation of students in whole class discussions and incorporates strategies that encourage all students to contribute orally, listen actively, and respond to and learn from others.</p>	<p>Candidate constructs and uses questions that frame and reframe whole class discussions, and restate and guide student ideas, and frame and reframe discussions, restate student ideas, and reinforce learning of specific instructional goals.</p> <p>Candidate monitors and ensures equitable participation of students in whole class discussions, incorporating multiple strategies that foster constructive listening, speaking, and learning from others while also creating an environment where students ask appropriate questions of each other, share strategies, and critique the reasoning of others without prompting from the teacher.</p>
<p>Comments/Evidence:</p>			

14. Candidate provides feedback to guide children's learning, increase motivation, and improve engagement. CAEP 4(d); InTASC 6(d)

<input type="checkbox"/> Beginning Candidate <input type="checkbox"/> Developing Candidate <input type="checkbox"/> Competent Candidate <input type="checkbox"/> Accomplished Candidate <input type="checkbox"/> Not Observed				
BEGINNING CANDIDATE	DEVELOPING CANDIDATE	COMPETENT CANDIDATE	ACCOMPLISHED CANDIDATE	
<p>Candidate does not provide feedback to guide students' learning or the feedback provided is negative or not timely, specific, meaningful, genuine, or age appropriate.</p> <p>Candidate does not provide feedback that increases student engagement and motivation to learn intended goals.</p>	<p>Candidate provides feedback to guide students' learning although the feedback is not consistently goal-oriented, timely, specific, meaningful, genuine and age-appropriate.</p> <p>Candidate does not provide feedback and assistance to students in developing error identification skills, self-evaluation, and independence in learning.</p>	<p>Candidate consistently provides feedback that is goal-oriented, timely, specific, meaningful, genuine, and age appropriate.</p> <p>Candidate provides feedback and assistance in developing misconception identification skills, self-evaluation, and independence in learning.</p>	<p>Candidate consistently provides students with effective and age-appropriate feedback and provides opportunities for students to set and monitor both long range and short range goals for their own learning.</p> <p>Candidate provides feedback and assistance and engages students in activities that foster the development of misconception identification skills, self-evaluation, and independence in learning.</p>	
Comments/Evidence:				

15. Candidate engages students in high-level thinking. InTASC 5

<input type="checkbox"/> Beginning Candidate <input type="checkbox"/> Developing Candidate <input type="checkbox"/> Competent Candidate <input type="checkbox"/> Accomplished Candidate <input type="checkbox"/> Not Observed				
BEGINNING CANDIDATE	DEVELOPING CANDIDATE	COMPETENT CANDIDATE	ACCOMPLISHED CANDIDATE	
<p>Candidate consistently uses low level questions and may not always listen carefully to student responses.</p>	<p>Candidate may struggle to ask high-level questions, and/or to listen carefully and respond thoughtfully to students' ideas. Candidate may only attempt to challenge certain students.</p>	<p>Candidate recognizes the importance of and is developing the skills needed to ask high-level questions, and to listen carefully and respond thoughtfully to students' ideas. Candidate works to challenge students to explain their responses, compare &amp; contrast, provide evidence to support ideas, provide examples, and make connections.</p>	<p>Candidate routinely asks high-level questions, listening carefully and responding thoughtfully to students' ideas. Candidate challenges all students to explain their responses, compare &amp; contrast, provide evidence to support ideas, provide examples and make connections.</p>	
Comments/Evidence:				

16. Candidate explicitly supports motivation and engagement in learning through diverse evidence-based practices. CAEP-K6 3(f); InTASC 3(i)				
<input type="checkbox"/> Beginning Candidate	<input type="checkbox"/> Developing Candidate	<input type="checkbox"/> Competent Candidate	<input type="checkbox"/> Accomplished Candidate	<input type="checkbox"/> Not Observed
<b>BEGINNING CANDIDATE</b>	<b>DEVELOPING CANDIDATE</b>	<b>COMPETENT CANDIDATE</b>	<b>ACCOMPLISHED CANDIDATE</b>	
<p>Candidate does not facilitate adequate motivation support such as scaffolding for cognitive tasks and does not provide sufficient feedback for student learning.</p> <p>Candidate does not implement actions intended to increase student engagement in academic learning and activities and displays teacher-student interactions that are likely to decrease motivation and engagement such as overcontrol, disregard for students' needs, sarcasm or negativity.</p>	<p>Candidate provides motivation support explicitly, through well-known practices such as arranging for choice or collaboration, but the motivation support is not integrated with teaching central concept and skills.</p> <p>Candidate supports student engagement in learning through problem solving and inquiry.</p>	<p>Candidate explicitly supports student motivation through practices such as: designing classroom goals that emphasize conceptual knowledge; assisting students in setting goals for their academic work; linking academic content to students experience and interests; arranging social learning structures such as partnerships and small group collaborations; and affording students' choices of texts and tasks in learning.</p> <p>Candidate supports student engagement in learning by implementing practices such as: affording students an abundance of materials for academic learning to assure a high volume of time spent on challenging and realistic learning tasks; scheduling sufficient time for students' deep immersion in purposeful reading, mathematics, and content learning; and providing thought provoking questions that encourage reasoning individually and collaboratively.</p>	<p>Candidate supports student motivation through practices such as assuring success, sharing control with learners, making school learning relevant, sustaining collaborative activities, and enabling students to become self-regulating learners in all subject areas. Candidates support engagement by setting academic goals that encourage students to generate products, displays or accomplishments that show extended disciplinary involvement and communication.</p> <p>Candidate differentiates engagement support for students with special needs, English language learners, and students with varying achievement levels. And, candidate uses formative assessment to improve engagement support.</p>	
Comments/Evidence:				

17. Candidate is able to accurately self-reflect. InTASC 9				
<input type="checkbox"/> Beginning Candidate	<input type="checkbox"/> Developing Candidate	<input type="checkbox"/> Competent Candidate	<input type="checkbox"/> Accomplished Candidate	<input type="checkbox"/> Not Observed
BEGINNING CANDIDATE	DEVELOPING CANDIDATE	COMPETENT CANDIDATE	ACCOMPLISHED CANDIDATE	
Even with support, candidate struggles to accurately reflect on instruction, student behavior, and student work. Candidate is generally unable or unwilling to recognize when their own choices negatively impact student work and/or behavior, even with guidance and support.	Candidate needs significant support in their attempts to thoughtfully and accurately reflect on instruction, student behavior, and student work. Candidate is generally only able to recognize when one's own choices negatively impact student work and/or behavior with guidance and support.	Candidate's reflection on instruction, student behavior, and student work is generally accurate. Candidate often recognizes when one's own choices negatively impact student work and/or behavior.	Candidate's reflection on instruction, student behavior, and student work is highly accurate and perceptive. Candidate consistently recognizes when one's own choices negatively impact student work and/or behavior.	
Comments/Evidence:				

18. Candidate seeks opportunities to participate in professional development. CAEP 5(a), (b), (c); InTASC 9(a)				
<input type="checkbox"/> Beginning Candidate	<input type="checkbox"/> Developing Candidate	<input type="checkbox"/> Competent Candidate	<input type="checkbox"/> Accomplished Candidate	<input type="checkbox"/> Not Observed
BEGINNING CANDIDATE	DEVELOPING CANDIDATE	COMPETENT CANDIDATE	ACCOMPLISHED CANDIDATE	
Candidate does not participate in professional development activities, even when activities are required and/or are clearly needed for the candidate's development.	Candidate participates in professional development activities when participation is convenient and/or required.	Candidate actively participates in professional development and uses the gained knowledge and skills to promote candidate's ability to possibly impact student learning.	Candidate actively and frequently pursues and participates in professional development and effectively uses the gained knowledge and skills to promote candidate's ability to consistently impact student learning.	
Comments/Evidence:				

19. Candidate differentiates instructional plans to meet the needs of diverse students in the classroom.  
 CAEP-K6 3(d); InTASC 7(b), 8(l)

<input type="checkbox"/> Beginning Candidate <input type="checkbox"/> Developing Candidate <input type="checkbox"/> Competent Candidate <input type="checkbox"/> Accomplished Candidate <input type="checkbox"/> Not Observed			
BEGINNING CANDIDATE	DEVELOPING CANDIDATE	COMPETENT CANDIDATE	ACCOMPLISHED CANDIDATE
<p>Candidate does not plan for differentiated instruction to meet the needs of subsets of students, or individual students in the classroom.</p>	<p>Candidate plans are differentiated based on strengths or needs of a subset of students in the classroom and include modifying content or instructional processes.</p> <p>Candidate plans specific strategies to scaffold learning for subsets of students but not for individuals.</p>	<p>Candidate plans are differentiated based on strengths and needs of individual students and include using a variety of instructional approaches, modifying content, instructional processes, products, and learning environments that address individual student interests and preferences for learning.</p> <p>Candidate plans specific strategies to scaffold learning for individual students by using their knowledge of current levels of student understanding, skill level, motivation, and individual strengths and needs.</p>	<p>Candidate plans are differentiated according to learner readiness, strengths, weaknesses, interests, and motivators of individual students, and include using a variety of instructional approaches, modifying content, instructional processes, products, and learning environments that address individual student interests and preferences for learning. Plans differentiate content by planning a variety of options that modify the difficulty, depth, or complexity of the materials.</p> <p>Candidate plans specific strategies to scaffold learning by using their knowledge of current levels of student understanding, skill level, motivation, and individual strengths and needs. And, plans differentiate how students will demonstrate their learning.</p>
<p>Comments/Evidence:</p>			

20. Candidate works respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation. CAEP K-6 1(c); InTASC 10(d)

<input type="checkbox"/> Beginning Candidate <input type="checkbox"/> Developing Candidate <input type="checkbox"/> Competent Candidate <input type="checkbox"/> Accomplished Candidate <input type="checkbox"/> Not Observed				
BEGINNING CANDIDATE	DEVELOPING CANDIDATE	COMPETENT CANDIDATE	ACCOMPLISHED CANDIDATE	
<p>Candidate may respond to communication from families but does not initiate communication with families.</p> <p>Candidate's communication and actions demonstrate little or no knowledge of home culture and language, various structures of families, and different beliefs about parenting; or the candidate's interactions with families are insensitive to these factors.</p> <p><input type="checkbox"/> Candidate's actions or comments denigrate families who are facing adversity and who may need support to actively participate in their child's education.</p>	<p>Candidate initiates communication with families but communication is one-way from school to home and focuses primarily on reporting progress or reporting problem behavior.</p> <p>Candidate's communication and actions demonstrate knowledge of home culture and language, various structures of families and different beliefs about parenting.</p>	<p>Candidate engages in respectful and reciprocal communication with families to exchange a variety of information to help motivate the child's learning and development, particularly families of children with special needs and English Language Learners.</p> <p>Candidate's communication and actions demonstrate knowledge of home culture and language, various structures of families and different beliefs about parenting, and understanding of the potential effects on children whose families are facing adversity and may need support to actively participate in their child's education.</p>	<p>Candidate engages in respectful and reciprocal communication with all families to exchange a variety of information to help the child in school, particularly families of children with special needs and English Language Learners. Candidate partners with families to motivate their child/children and to set shared challenging yet reachable goals for each child's learning and development.</p>	
Comments/Evidence:				

21. Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence the development and growth of all students. CAEP-K6 5(a); InTASC 9(c), (e), 10(f)

<input type="checkbox"/> Beginning Candidate <input type="checkbox"/> Developing Candidate <input type="checkbox"/> Competent Candidate <input type="checkbox"/> Accomplished Candidate <input type="checkbox"/> Not Observed				
BEGINNING CANDIDATE	DEVELOPING CANDIDATE	COMPETENT CANDIDATE	ACCOMPLISHED CANDIDATE	
<p>Candidate does not demonstrate ability to collaborate with others in planning or implementing class activities.</p> <p>Candidate does not demonstrate ability to collaborate with others in planning or implementing classroom accommodations or modifications to meet individual student's learning and developmental needs.</p>	<p>Candidate collaborates with classroom host teacher, or specialist teachers, or related school professionals, or external resources including professionals and community agencies to plan classroom accommodations or modifications to meet individual student's learning and developmental needs.</p>	<p>Candidate collaborates with classroom host teacher, or specialist teachers, or other grade level teachers, in planning and implementing class activities.</p> <p>Candidate collaborates with classroom host teacher, or specialist teachers, or related school professionals, or external resources including professionals and community agencies to plan and implement classroom accommodations or modifications to meet individual student's learning and developmental needs.</p>	<p>Candidate collaborates with classroom host teacher, and specialist teachers, or other grade level teachers in planning, implementing, and evaluating class activities.</p> <p>Candidate collaborates with classroom host teacher, and specialist teachers, or related school professionals, or external resources including professionals and community agencies to plan, implement, and evaluate classroom accommodations or modifications to meet individual student's learning and developmental needs.</p>	
<p>Comments/Evidence:</p>				